



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2624 East South Mountain Avenue, Phoenix, AZ 85042

Roosevelt Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Michael F. Turner
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
Web Address :
Phone Number : (602) 304-3170
Fax Number : (602) 304-3182
E-mail : turnerm@rsd.k12.az.us

Mission

Cloves C. Campbell School have high expectations, high standards, and high achievement to provide learners of all ages access to technology-rich standards-based curriculum and training to ensure opportunities for personal growth and high student achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Develop a community of high achievers who are accountable for their learning and demonstrate mastery of Arizona State Standards as measured on AIMS and other State assessments.
- ü Provide all students with standards-based curricula and instructional activities that directly reinforce specific skills/standards.
- ü Provide parents with standards-based curricula and instructional activities that directly reinforce specific skills to be implemented in each to continue the learning at home.
- ü Students in grades Kindergarten thru 3rd grade will continue to improve reading abilities using Voyager, a research-based Reading program.

Enrollment

October 1, 2005 School Year Student Enrollment : 640
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 79

Instructional Programs

- ü Head Start Education Program
- ü Full-day Kindergarten
- ü K-8 Structured English Immersion
- ü AZ-Standards-based Curricula
- ü Instrumental Band
- ü Vocal Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Campbell School encourages and trains parents for effective partnering and involvement. Campbell maintains an open-door policy for parents to assist in classrooms and on campus. Parents receive monthly newsletters informing them of school events.

Parents

Parent partnerships are a critical component to student achievement; ultimately, parents are required to assist with their child's homework nightly. Parents are encouraged to join the Parent-Teacher-Student Organization and Site Council.

Transportation Policy

Students who reside outside a quarter-mile radius of Campbell are transported by bus. Students within a quarter-mile radius walk to and from school. Parents are responsible for transportation arrangements for students outside the school's boundaries.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Boys Basketball Team Championship	2005
ü 1st Place in RSD Science Fair	2003
ü 1st Place - ASU Science Competition	2003
ü 6th Grade Placed won in RSD Math Challenge	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1370	80010	100	100	99	449	421	447	7	20	10	13	28	18	69	47	53	11	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	693	38935	100	100	99	445	422	447	11	17	9	14	31	19	62	47	55	14	4	17
Male	35	675	40974	100	100	98	453	420	448	3	23	11	11	26	18	77	47	52	9	5	19
African American	23	211	4201	100	100	99	455	416	430	4	26	17	9	30	23	70	38	51	17	6	9
Hispanic	37	1088	34545	95	100	99	441	421	432	11	19	14	14	29	24	76	48	53	NA	4	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	12	3979	NC	92	96	NC	429	424	NC	8	17	NC	33	30	NC	50	47	NC	8	6
White	NC	51	35142	NC	100	99	NC	437	465	NC	12	5	NC	20	11	NC	57	56	NC	12	28
Students with Disabilities	NC	137	10161	NC	100	93	NC	385	419	NC	64	28	NC	19	28	NC	16	36	NC	1	8
Students without Disabilities	66	1233	69849	100	100	100	454	425	451	3	15	7	12	30	17	73	50	56	12	5	19
Limited English Proficient Students	11	435	14013	85	99	97	411	406	413	18	30	24	36	35	34	45	35	39	NA	0	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	49	1150	39029	100	99	98	450	420	432	6	20	14	12	29	25	69	47	52	12	4	9
Non-Economically Disadvantaged	23	220	40981	100	100	100	446	425	462	9	18	6	13	27	13	70	48	54	9	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1370	79438	100	100	98	463	427	451	6	15	9	18	37	24	61	45	56	15	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	693	38775	100	100	99	461	432	457	8	11	7	16	37	22	57	48	58	19	3	13
Male	35	675	40560	100	100	97	465	422	446	3	19	12	20	37	25	66	41	54	11	3	9
African American	23	210	4178	100	100	98	470	429	439	4	15	13	17	36	29	57	44	52	22	5	6
Hispanic	37	1089	34297	95	100	98	460	426	434	5	15	14	19	37	31	65	45	50	11	2	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	12	3940	NC	92	95	NC	425	429	NC	17	14	NC	33	36	NC	50	47	NC	NA	3
White	NC	51	34887	NC	100	98	NC	445	471	NC	14	4	NC	25	15	NC	51	63	NC	10	18
Students with Disabilities	NC	138	9588	NC	100	88	NC	381	416	NC	56	30	NC	32	32	NC	12	34	NC	1	5
Students without Disabilities	66	1232	69850	100	100	100	469	432	456	NA	11	7	20	37	23	65	49	59	15	3	12
Limited English Proficient Students	11	435	13856	85	99	96	410	405	407	18	26	27	45	47	43	36	26	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	49	1150	38685	100	99	97	465	426	435	8	15	14	8	37	32	63	45	50	20	3	5
Non-Economically Disadvantaged	23	220	40753	100	100	99	457	434	467	NA	15	5	39	34	16	57	45	62	4	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1360	79971	100	100	99	429	397	423	5	13	8	34	52	41	60	35	49	NA	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	689	38974	100	100	99	428	412	437	8	7	5	24	49	33	68	44	57	NA	0	4
Male	36	669	40895	100	99	98	430	382	410	3	19	10	44	56	47	53	26	41	NA	0	2
African American	23	209	4203	100	100	99	435	390	411	9	16	11	30	49	45	61	34	43	NA	NA	2
Hispanic	37	1079	34481	95	99	99	427	398	410	3	12	10	41	53	46	57	34	43	NA	0	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	12	3995	NC	92	96	NC	407	409	NC	17	10	NC	42	47	NC	42	42	NC	NA	1
White	10	52	35150	100	100	99	NA	412	437	NA	6	5	NA	50	35	NA	44	56	NA	NA	5
Students with Disabilities	NC	138	10258	NC	100	94	NC	322	377	NC	46	23	NC	43	51	NC	10	25	NC	NA	1
Students without Disabilities	67	1222	69713	100	100	100	435	405	429	3	9	5	34	53	39	63	38	52	NA	0	3
Limited English Proficient Students	11	431	13985	85	98	97	396	374	382	9	20	18	45	59	54	45	21	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	49	1141	38994	100	98	98	429	397	409	6	12	10	31	54	47	63	34	41	NA	0	1
Non-Economically Disadvantaged	24	219	40977	100	100	100	428	400	437	4	14	5	42	46	34	54	40	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1372	80147	100	100	99	461	444	482	20	27	11	24	30	17	46	39	49	9	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	670	39281	100	100	99	466	450	483	25	23	9	18	29	17	39	42	50	18	6	24
Male	26	702	40780	100	100	98	455	439	482	15	31	12	31	30	17	54	35	48	NA	4	24
African American	23	247	4249	92	100	99	453	440	464	26	30	17	17	29	22	57	38	48	NA	3	13
Hispanic	25	1054	33494	100	100	99	463	445	466	16	27	15	28	30	23	48	39	49	8	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	10	4117	NC	91	96	NC	NA	456	NC	NA	19	NC	NA	27	NC	NA	46	NC	NA	8
White	NC	54	36122	NC	100	99	NC	454	501	NC	24	5	NC	30	10	NC	33	50	NC	13	35
Students with Disabilities	NC	184	10295	NC	100	92	NC	405	443	NC	64	33	NC	26	26	NC	9	33	NC	1	8
Students without Disabilities	46	1188	69852	100	100	100	468	450	488	17	21	7	20	30	16	52	43	51	11	5	26
Limited English Proficient Students	NC	425	12722	NC	99	97	NC	425	441	NC	38	27	NC	38	33	NC	23	37	NC	0	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	45	1164	38371	100	98	97	464	443	465	18	27	15	24	31	23	47	38	49	11	4	13
Non-Economically Disadvantaged	NC	208	41776	NC	100	100	NC	450	498	NC	27	6	NC	21	11	NC	45	49	NC	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1372	79686	100	100	98	453	436	470	17	28	11	35	36	24	44	35	57	4	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	671	39163	100	100	99	463	446	475	14	20	9	32	35	22	46	43	60	7	2	10
Male	26	701	40438	100	100	97	442	426	465	19	35	13	38	37	25	42	27	54	NA	1	7
African American	23	248	4228	92	100	98	442	438	458	22	27	15	30	35	28	48	37	53	NA	1	4
Hispanic	25	1054	33299	100	100	98	453	434	452	16	29	17	36	36	32	44	34	47	4	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	10	4087	NC	91	96	NC	NA	446	NC	NA	16	NC	NA	38	NC	NA	44	NC	NA	2
White	NC	53	35914	NC	100	98	NC	450	489	NC	19	5	NC	47	15	NC	30	67	NC	4	14
Students with Disabilities	NC	184	9808	NC	100	87	NC	394	432	NC	71	35	NC	25	32	NC	4	30	NC	1	3
Students without Disabilities	46	1188	69878	100	100	100	460	442	475	11	21	8	33	38	23	52	39	61	4	1	9
Limited English Proficient Students	NC	425	12594	NC	99	96	NC	411	422	NC	47	34	NC	42	45	NC	11	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	45	1165	38095	100	99	97	451	435	452	20	28	17	31	37	32	44	34	48	4	1	3
Non-Economically Disadvantaged	NC	207	41591	NC	100	99	NC	441	486	NC	26	6	NC	34	16	NC	39	65	NC	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1359	80372	100	99	99	459	443	475	6	10	4	43	46	30	52	44	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	666	39452	100	100	99	475	464	488	4	4	3	36	38	22	61	57	72	NA	1	3
Male	26	693	40836	100	98	98	441	424	464	8	16	6	50	53	37	42	31	56	NA	NA	1
African American	23	246	4264	92	100	99	453	448	465	4	9	5	52	43	35	43	47	59	NA	0	1
Hispanic	25	1043	33608	100	99	99	464	442	462	8	11	6	32	47	36	60	42	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	NC	54	36213	NC	100	99	NC	452	489	NC	11	2	NC	35	22	NC	54	72	NC	NA	3
Students with Disabilities	NC	181	10526	NC	98	94	NC	376	427	NC	38	15	NC	54	53	NC	9	31	NC	NA	1
Students without Disabilities	46	1178	69846	100	99	100	466	453	482	4	6	3	39	45	26	57	49	69	NA	0	2
Limited English Proficient Students	NC	418	12747	NC	98	97	NC	414	432	NC	19	12	NC	56	52	NC	26	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	45	1155	38521	100	98	98	458	443	461	4	10	6	42	46	38	53	43	55	NA	0	1
Non-Economically Disadvantaged	NC	204	41851	NC	100	100	NC	447	489	NC	11	3	NC	42	22	NC	46	72	NC	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1320	79306	100	99	99	496	470	504	13	28	13	24	30	20	51	38	49	13	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	671	38845	100	100	99	494	472	505	14	26	11	32	31	20	41	38	50	14	4	18
Male	26	649	40383	100	99	98	499	468	504	12	30	14	12	28	19	65	37	47	12	4	19
African American	27	237	4171	93	99	98	483	462	485	15	33	20	33	32	26	41	32	44	11	3	10
Hispanic	24	1001	32673	96	99	99	501	471	487	8	27	18	25	30	25	54	38	46	13	5	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	NC	64	36234	NC	100	99	NC	487	523	NC	22	6	NC	23	13	NC	47	52	NC	8	28
Students with Disabilities	NC	170	10286	NC	97	91	NC	431	462	NC	69	41	NC	19	27	NC	11	27	NC	NA	5
Students without Disabilities	57	1150	69020	100	100	100	502	476	510	7	22	9	25	31	18	54	42	52	14	5	21
Limited English Proficient Students	NC	356	10291	NC	97	96	NC	447	458	NC	49	38	NC	33	34	NC	17	26	NC	0	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	42	1114	37437	100	98	97	495	469	486	12	29	19	21	29	26	55	38	46	12	4	9
Non-Economically Disadvantaged	21	206	41869	100	100	100	498	478	521	14	23	7	29	33	14	43	38	51	14	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1320	79000	100	99	98	477	458	489	11	23	10	30	37	24	57	38	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	671	38774	100	100	99	476	463	494	11	19	7	35	36	22	51	43	61	3	2	10
Male	26	649	40150	100	99	98	479	453	485	12	27	12	23	38	25	65	33	55	NA	1	8
African American	27	237	4153	93	99	98	477	458	476	4	23	13	41	36	30	56	40	53	NA	2	4
Hispanic	24	1001	32508	96	99	98	474	457	472	17	24	15	29	38	33	54	37	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	NC	64	36135	NC	100	98	NC	480	508	NC	13	4	NC	25	14	NC	56	67	NC	6	15
Students with Disabilities	NC	170	9991	NC	97	88	NC	416	449	NC	69	33	NC	23	36	NC	8	29	NC	NA	2
Students without Disabilities	57	1150	69009	100	100	100	482	464	495	7	16	6	30	39	22	61	43	62	2	2	10
Limited English Proficient Students	NC	356	10199	NC	97	95	NC	430	439	NC	46	35	NC	46	47	NC	9	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	42	1114	37234	100	98	97	473	455	472	12	24	15	31	39	33	57	36	50	NA	1	3
Non-Economically Disadvantaged	21	206	41766	100	100	99	484	474	505	10	16	5	29	28	16	57	50	65	5	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	1321	79611	100	99	99	490	468	496	3	13	7	49	53	37	48	35	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	670	39016	100	100	99	496	484	511	3	7	4	41	48	29	57	45	66	NA	0	1
Male	26	651	40519	100	99	98	482	452	482	4	18	10	62	58	44	35	24	46	NA	NA	0
African American	27	239	4188	93	100	98	499	465	486	4	14	9	44	51	40	52	35	50	NA	NA	0
Hispanic	24	1000	32855	96	99	99	482	468	481	NA	12	10	67	54	43	33	34	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	NC	64	36380	NC	100	99	NC	476	511	NC	11	4	NC	48	30	NC	41	65	NC	NA	1
Students with Disabilities	NC	170	10664	NC	97	94	NC	404	440	NC	39	23	NC	52	54	NC	8	22	NC	NA	1
Students without Disabilities	57	1151	68947	100	100	100	496	477	504	NA	9	4	47	53	34	53	38	61	NA	0	1
Limited English Proficient Students	NC	354	10362	NC	97	97	NC	429	438	NC	27	22	NC	58	57	NC	15	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	42	1115	37626	100	98	98	484	466	479	2	13	10	57	54	45	40	33	45	NA	0	0
Non-Economically Disadvantaged	21	206	41985	100	100	100	502	479	511	5	12	4	33	46	30	62	42	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1371	79327	99	100	98	498	485	518	32	36	19	25	26	20	35	35	46	8	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	669	38961	100	99	98	500	489	520	23	30	16	39	29	20	32	36	48	6	4	16
Male	44	702	40295	98	100	97	497	481	516	39	41	21	16	23	19	36	34	44	9	3	16
African American	30	258	4247	94	100	98	481	476	499	47	43	27	30	26	24	17	28	41	7	3	8
Hispanic	33	1044	32327	94	99	98	501	486	499	27	35	27	21	25	25	45	36	41	6	4	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	515	489	NC	13	32	NC	31	27	NC	50	36	NC	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	NC	188	9321	NC	100	87	NC	436	467	NC	81	54	NC	11	22	NC	7	21	NC	NA	3
Students without Disabilities	67	1183	70006	100	100	100	505	493	524	24	28	14	28	28	19	39	39	49	9	4	18
Limited English Proficient Students	NC	364	9431	NC	98	95	NC	460	466	NC	59	53	NC	26	27	NC	14	18	NC	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	56	1147	37097	98	98	97	494	485	498	34	35	27	29	26	25	29	35	41	9	4	7
Non-Economically Disadvantaged	19	224	42230	100	100	99	509	486	535	26	37	11	16	24	15	53	36	50	5	3	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1373	79501	99	100	98	480	466	497	15	25	10	39	36	25	45	39	60	1	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	671	39062	100	100	99	486	472	502	6	19	8	48	37	23	45	44	64	NA	0	5
Male	44	702	40368	98	100	98	475	460	491	20	31	13	32	36	27	45	33	57	2	0	3
African American	30	258	4279	94	100	99	474	468	485	20	23	14	43	34	30	33	43	54	3	1	2
Hispanic	33	1046	32389	94	99	98	475	464	478	15	26	16	39	37	34	45	37	48	NA	0	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	481	473	NC	13	17	NC	38	40	NC	50	43	NC	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	NC	188	9411	NC	100	88	NC	423	453	NC	68	36	NC	23	36	NC	9	26	NC	NA	1
Students without Disabilities	67	1185	70090	100	100	100	486	473	502	9	18	7	39	38	24	51	43	65	1	0	5
Limited English Proficient Students	NC	364	9401	NC	98	94	NC	435	443	NC	51	40	NC	41	46	NC	8	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	56	1149	37183	98	98	97	476	465	479	14	25	16	45	37	34	39	38	49	2	0	1
Non-Economically Disadvantaged	19	224	42318	100	100	99	489	473	513	16	22	5	21	34	17	63	43	70	NA	0	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1350	80000	99	98	99	549	538	564	5	5	3	12	16	11	76	76	75	7	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	663	39288	100	99	99	578	556	579	3	3	2	3	9	6	77	83	77	16	4	16
Male	44	687	40644	98	98	98	529	520	549	7	8	4	18	22	15	75	69	74	NA	1	7
African American	30	257	4307	94	100	99	548	539	551	7	6	4	13	15	13	70	74	75	10	5	7
Hispanic	33	1026	32672	94	97	99	547	536	548	6	6	4	9	16	14	79	76	76	6	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	16	4424	NC	100	97	NC	579	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	NC	185	9919	NC	98	93	NC	466	505	NC	16	9	NC	51	35	NC	32	54	NC	1	2
Students without Disabilities	67	1165	70081	100	98	100	561	548	571	3	4	2	7	10	7	82	83	79	7	3	12
Limited English Proficient Students	NC	358	9571	NC	96	96	NC	496	502	NC	11	10	NC	32	29	NC	57	60	NC	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	56	1132	37534	98	96	98	545	537	547	7	5	4	11	16	15	77	76	76	5	3	5
Non-Economically Disadvantaged	19	218	42466	100	100	100	562	542	578	NA	6	2	16	16	7	74	75	75	11	3	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1351	78546	100	99	97	514	507	543	22	35	15	32	25	18	45	37	52	1	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	669	38645	100	100	98	519	511	545	14	31	13	34	27	18	48	39	54	3	3	15
Male	44	679	39792	100	98	97	511	503	542	27	39	17	30	24	17	43	34	50	NA	3	15
African American	36	256	4205	97	99	97	508	499	524	25	37	22	39	31	22	33	31	49	3	1	7
Hispanic	32	1029	31177	100	99	97	522	508	524	19	35	22	22	24	23	59	38	48	NA	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	13	4689	NC	100	95	NC	530	515	NC	15	28	NC	15	25	NC	69	43	NC	NA	4
White	NC	45	36450	NC	100	97	NC	513	563	NC	38	7	NC	18	12	NC	40	57	NC	4	23
Students with Disabilities	12	199	8093	100	100	82	465	462	489	83	84	50	8	9	24	8	7	23	NA	NA	2
Students without Disabilities	61	1152	70453	100	99	100	524	514	549	10	26	11	36	28	17	52	42	56	2	4	16
Limited English Proficient Students	NC	343	9323	NC	98	94	NC	480	491	NC	59	47	NC	26	28	NC	15	24	NC	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	46	1088	34694	100	98	96	518	507	524	22	36	23	30	25	23	46	36	48	2	3	7
Non-Economically Disadvantaged	27	263	43852	100	100	99	507	508	559	22	32	10	33	26	13	44	40	56	NA	2	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1347	79045	100	99	98	489	481	512	18	22	10	26	38	25	56	39	58	NA	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	667	38860	100	100	98	502	489	519	7	18	7	31	34	22	62	47	62	NA	1	8
Male	44	677	40075	100	98	97	480	473	505	25	26	12	23	41	28	52	32	54	NA	1	6
African American	36	255	4250	97	99	98	485	482	500	17	19	12	36	40	31	47	40	54	NA	1	3
Hispanic	32	1024	31314	100	99	98	493	479	493	19	23	16	16	38	34	66	38	48	NA	1	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	13	4719	NC	100	96	NC	497	489	NC	NA	15	NC	31	39	NC	69	45	NC	NA	2
White	NC	47	36730	NC	100	98	NC	492	532	NC	23	4	NC	26	16	NC	47	68	NC	4	12
Students with Disabilities	12	196	8552	100	98	87	426	440	463	67	63	35	33	30	40	NA	7	23	NA	1	1
Students without Disabilities	61	1151	70493	100	99	100	501	487	517	8	15	7	25	39	24	67	45	62	NA	1	8
Limited English Proficient Students	NC	339	9355	NC	97	95	NC	448	456	NC	47	37	NC	44	48	NC	9	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	46	1083	34922	100	98	96	488	479	493	13	23	15	33	38	34	54	38	48	NA	1	3
Non-Economically Disadvantaged	27	264	44123	100	100	99	491	486	527	26	20	6	15	36	18	59	43	66	NA	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1348	79657	100	99	99	562	545	566	NA	6	3	14	14	8	86	80	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	668	39120	100	100	99	580	564	580	NA	3	2	7	8	4	93	89	92	NA	0	2
Male	44	677	40423	100	98	98	551	528	553	NA	9	5	18	19	12	82	72	83	NA	0	1
African American	36	256	4290	97	99	99	557	553	560	NA	3	4	17	14	9	83	83	86	NA	NA	1
Hispanic	32	1026	31642	100	99	99	567	542	552	NA	7	5	9	14	11	91	79	84	NA	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	13	4760	NC	100	97	NC	575	547	NC	NA	5	NC	NA	14	NC	100	81	NC	NA	0
White	NC	45	36929	NC	100	99	NC	562	579	NC	2	2	NC	11	5	NC	87	91	NC	NA	2
Students with Disabilities	12	198	9069	100	99	92	510	485	508	NA	19	11	42	36	30	58	45	58	NA	NA	1
Students without Disabilities	61	1150	70588	100	99	100	573	555	573	NA	4	2	8	10	5	92	86	91	NA	0	1
Limited English Proficient Students	NC	337	9521	NC	96	96	NC	494	507	NC	16	13	NC	29	24	NC	55	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	46	1084	35341	100	98	97	565	545	551	NA	6	5	11	14	12	89	80	83	NA	0	0
Non-Economically Disadvantaged	27	264	44316	100	100	100	558	549	578	NA	8	2	19	13	5	81	79	90	NA	NA	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1341	78400	100	100	97	519	517	554	44	44	21	23	22	19	30	31	47	3	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	677	38686	100	100	98	510	520	554	50	43	20	19	22	20	28	33	49	3	2	12
Male	25	663	39636	100	100	96	532	515	554	36	46	23	28	22	18	32	29	46	4	4	13
African American	23	238	4193	100	100	97	516	517	533	43	47	32	30	18	23	22	32	40	4	3	5
Hispanic	32	1025	30732	100	100	97	520	518	534	47	43	31	19	23	24	31	31	40	3	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	22	4536	NC	92	95	NC	508	528	NC	59	35	NC	9	25	NC	32	37	NC	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	NC	232	7840	NC	100	81	NC	466	498	NC	87	60	NC	9	18	NC	4	20	NC	NA	2
Students without Disabilities	52	1109	70560	100	100	99	525	527	560	38	35	17	23	25	19	35	36	50	4	4	14
Limited English Proficient Students	12	296	8956	100	98	95	484	487	502	75	71	56	17	18	25	8	11	18	NA	NA	1
Migrant Students	--	NC	676	--	NC	95	--	NC	523	--	NC	38	--	NC	25	--	NC	36	--	NC	1
Economically Disadvantaged	53	1047	33014	100	99	95	517	519	534	47	43	31	23	22	24	26	31	40	4	3	5
Non-Economically Disadvantaged	NC	294	45386	NC	100	99	NC	511	569	NC	50	15	NC	21	15	NC	28	52	NC	1	18

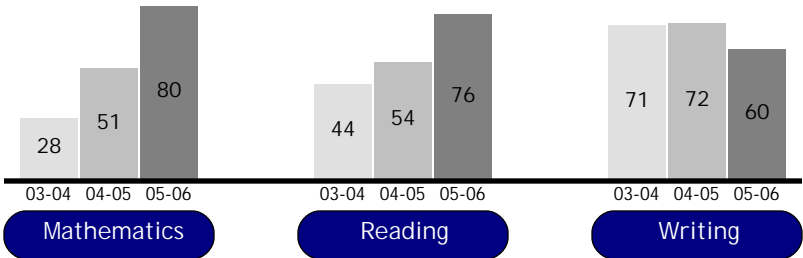
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1340	79179	100	100	98	503	488	519	15	23	11	39	40	27	46	36	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	676	38974	100	100	99	502	493	524	11	17	8	42	43	25	47	40	61	NA	0	5
Male	25	663	40124	100	100	97	505	482	513	20	30	13	36	37	28	44	33	54	NA	1	4
African American	23	238	4243	100	100	98	503	492	506	13	19	14	39	43	32	48	37	51	NA	1	3
Hispanic	32	1024	30987	100	100	98	503	487	498	13	24	17	44	39	36	44	37	45	NA	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	22	4573	NC	92	96	NC	481	494	NC	23	16	NC	59	41	NC	18	42	NC	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	NC	231	8567	NC	100	88	NC	443	467	NC	63	39	NC	30	38	NC	6	22	NC	NA	1
Students without Disabilities	52	1109	70612	100	100	99	511	496	524	10	15	7	37	42	25	54	43	62	NA	1	5
Limited English Proficient Students	12	296	9013	100	98	95	466	454	461	25	49	40	75	43	48	NA	8	12	NA	NA	0
Migrant Students	--	NC	680	--	NC	96	--	NC	487	--	NC	20	--	NC	43	--	NC	36	--	NC	1
Economically Disadvantaged	53	1047	33345	100	99	96	501	488	499	15	23	17	42	40	36	43	37	46	NA	0	1
Non-Economically Disadvantaged	NC	293	45834	NC	100	99	NC	488	533	NC	25	7	NC	40	19	NC	34	67	NC	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1343	79734	100	100	99	538	531	554	NA	5	3	31	31	19	69	64	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	680	39243	100	100	99	540	547	568	NA	3	2	31	22	12	69	75	85	NA	NA	1
Male	25	661	40413	100	100	98	535	515	541	NA	7	4	32	40	26	68	52	70	NA	0	0
African American	23	240	4285	100	100	99	541	541	548	NA	3	3	35	28	22	65	68	74	NA	0	0
Hispanic	32	1025	31254	100	100	99	536	529	539	NA	5	5	28	32	25	72	63	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	22	4613	NC	92	97	NC	530	535	NC	5	4	NC	23	29	NC	73	67	NC	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	NC	231	8943	NC	100	92	NC	474	495	NC	17	11	NC	59	51	NC	24	38	NC	0	1
Students without Disabilities	52	1112	70791	100	100	100	547	542	561	NA	2	2	23	25	15	77	72	83	NA	0	0
Limited English Proficient Students	12	294	9138	100	97	97	512	486	492	NA	13	13	58	54	46	42	33	40	NA	NA	NA
Migrant Students	--	NC	687	--	NC	97	--	NC	528	--	NC	6	--	NC	28	--	NC	65	--	NC	NA
Economically Disadvantaged	53	1046	33718	100	99	97	535	531	538	NA	4	5	34	32	26	66	64	69	NA	0	0
Non-Economically Disadvantaged	NC	297	46016	NC	100	100	NC	532	567	NC	6	2	NC	28	14	NC	65	84	NC	0	1

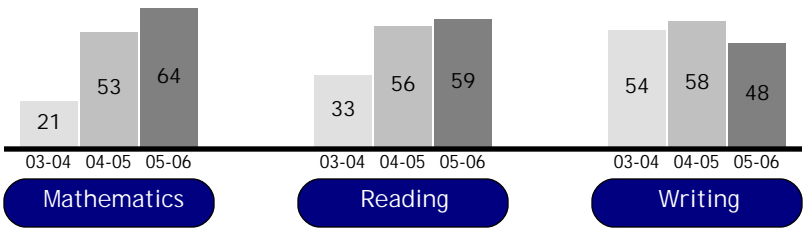
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

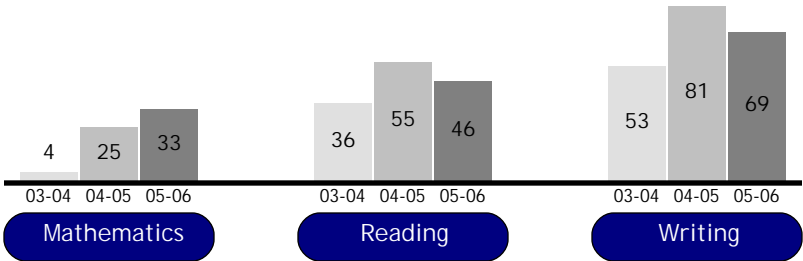
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	44	NA	58	100	46	31	47	97	39	27	46
	Language	100	40	22	50	100	50	32	47	97	39	30	48
	Mathematics	100	51	34	64	100	46	33	50	97	43	28	52
3	Reading	99	47	NA	55	96	39	24	44	100	52	27	46
	Language	96	53	38	61	96	43	28	44	100	56	30	46
	Mathematics	99	49	33	61	96	41	33	51	100	58	32	52
4	Reading	100	36	NA	56	99	38	29	48	100	37	28	52
	Language	100	36	35	52	99	41	29	49	100	37	30	52
	Mathematics	100	41	38	61	99	41	33	53	100	44	34	58
5	Reading	95	42	NA	55	99	43	30	50	100	39	30	56
	Language	96	48	32	49	99	45	31	50	100	39	30	54
	Mathematics	96	60	38	63	97	38	30	49	100	39	28	52
6	Reading	98	42	NA	56	99	39	33	51	99	46	34	56
	Language	98	42	29	48	99	39	30	47	99	39	30	50
	Mathematics	98	51	40	66	99	39	33	52	99	43	34	58
7	Reading	96	37	NA	54	100	33	30	50	100	43	30	54
	Language	96	45	35	58	100	41	34	52	100	43	37	58
	Mathematics	96	35	32	62	97	32	31	50	100	35	30	54
8	Reading	100	52	NA	55	99	43	33	51	100	48	35	58
	Language	98	50	31	52	99	44	35	50	100	46	39	56
	Mathematics	98	39	37	61	99	29	34	53	100	35	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cloves C Campbell Sr Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Safety
- ü Student Extracurricular Activities
- ü Parent Involvement
- ü Parent-Teacher-Student Organization
- ü Community Involvement
- ü Fundraising Opportunities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	1.00	Teacher Aide	4.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	4	0	0
4 to 6 years	3	6	0	0
7 to 9 years	0	4	0	0
10 or more years	0	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	10%
Percent of core classes not taught by Highly Qualified Teachers	13%

Resources Available at School Site

Special Facilities

- ü Media Center
- ü Full-court Gymnasium
- ü Computer Lab
- ü Science Laboratory

Extracurricular Activities

- ü Student Council
- ü Boys and Girls Soccer
- ü Boys Football Program
- ü Girls and Boys Basketball
- ü City of Phoenix Activity City

Social Services

- ü Boy Scouts of America
- ü ASU - East eXzone Enrichment
- ü Hispanic Leadership Programs
- ü Southwest Behavioral Prevention Prog

Cloves C Campbell Sr Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Campbell School has been a 'Performing' school as evaluated for AZ LEARNS, since opening in 2000. Campbell School is now a 'Performing Plus' school.
- ü Campbell School's 2nd grade students outscored all Roosevelt District Schools in Reading on the TerraNova State Assessments.
- ü Over all the students of Campbell School scored above the Roosevelt District average in Reading, Math and Writing.
- ü Campbell School had the highest AIMS Reading scores in Roosevelt District for 2005-2006.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Campbell goals include improving the learning environment for all students. Diversity training is integrated in the curriculum for teachers and students. Monthly rewards and incentives are positive additions to this year's goals. Law related intervention programs are integrated in the instructional day to assist students with positive alternatives to violence.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marcy Figueroa-Stewart	(602) 304-3170
Transportation Policy	Roosevelt SD Transportation	(602) 243-2610
Community Resources	Marcy Figueroa-Stewart	(602) 304-3170
School Nutrition Programs	Gloria Pollard	(602) 304-3170
Parent Organization	Mona Miller	(602) 304-3170
Student Health/Nurse	Edie Miller	(602) 304-3170

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.